

Prentice Hall Realidades © 2008, Level A
Correlated to:
Utah Foreign Language Core Curriculum
(Beginning Level)

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
GOAL ONE: COMMUNICATE in Languages Other Than English	
Rationale Communicating successfully in other languages depends on developing facility with the languages and a familiarity with the interaction of language and culture in societies. As world boundaries continue to open, both communicatively and physically, it becomes even more important that the study of foreign languages result in a proficiency level which enables students to understand, speak, read, and write appropriately.	
Standard 1.1 Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify sound patterns and writing systems of the target language.	SE: 2, 13, 35, 68, 71, 107, 132, 137, 167, 191, 223, 254
	TR: Teacher's Resource Book: Audio Script: 31-34, 110, 136, 162, 190
	TECH: Audio Program: Disc 2, Track 6, Disc 3, Track 12, Disc 4, Track 10, Disc 5, Track 10, Disc 6, Track 10, Disc 7, Tracks 8-9, Disc 8, Tracks 9-10, Disc 9, Track 10
B. Express basic physical needs.	SE: 186, 188
	TECH: Answers on Transparencies
C. Express basic courtesies and appropriate nonverbals.	SE: 3, 5, 126
	TE: 22, 126, 127
	TR: Teacher's Resource Book: Audio Script
	TECH: Audio Program Disc 1, Track 2
D. Create simple descriptions.	SE: 65, 66, 67, 74, 83, 115, 127, 129, 137, 145, 191, 227, 237, 254
	TE: 57
	TECH: Answers on Transparencies
E. Express likes and dislikes.	SE: 31, 33, 34, 35, 38, 43, 44, 53, 67, 96, 97, 153, 156, 157, 165, 175, 187, 194, 196, 205, 246, 248
	TE: 36
	TECH: Answers on Transparencies; Vocabulary and Grammar Transparencies: 32, 33, 36
F. Express agreement and disagreement.	SE: 33, 44, 93, 185, 188

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G. Ask and answer questions.	SE: 3, 5, 7, 8, 11, 12, 13, 15, 19, 20, 21, 34, 35, 38, 43, 53, 65, 67, 71, 74, 95, 96, 97, 104-105, 126, 130, 133, 135, 136, 156, 157, 158, 162, 163, 165, 175, 180, 187, 188, 191, 194, 216, 217, 221, 222, 226, 227, 228, 246, 248, 249, 250, 251, 257, 258, 264
	TE: 22, 36, 88, 91, 121, 122, 224
	TECH: Answers on Transparencies
H. Make and respond to simple requests.	SE: 250, 251, 255, 267
I. Participate in one-on-one Interactions.	SE: 3, 5, 7, 8, 11, 12, 13, 15, 19, 20, 21, 31, 33, 34, 35, 43, 44, 53, 65, 66, 67, 71, 93, 102, 126, 129, 130, 133, 136, 156, 157, 158, 160, 162, 163, 165, 166, 171, 185, 186, 187, 188, 189, 194, 215, 216, 221, 226, 227, 228, 233, 246, 248, 249, 250, 251, 253, 254, 255, 257, 258, 264, 267
	TE: 22, 36, 47, 57, 88, 105, 125
	TECH: Answers on Transparencies
Standard 1.2 Students understand, interpret, and respond to written and spoken language on a variety of topics.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Respond appropriately to directions, instructions, and commands.	SE: 6, 7
	TE: 6
	TR: Teacher's Resource Book: Audio Script: 7, 8
	TECH: Audio Program: Disc 1, Tracks 6, 7, 8; Vocabulary and Grammar Transparencies: 23, 24
B. Respond to simple oral or written descriptions. (Identify)	SE: 19, 23, 27, 31, 38, 46-47, 53, 57, 61, 73, 76, 83, 100, 103, 115, 119, 123, 130, 145, 155, 164, 166, 167, 175, 179, 193, 196, 205, 209, 215, 237, 241, 248, 252, 267
	TR: Teacher's Resource Book: Audio Script: 9, 33, 34, 35, 59, 61, 86, 87, 109, 111, 135, 136, 137, 161, 163, 189, 191, 211, 212, 213

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	TECH: Audio Program: Disc 1, Track 22; Disc 2, Tracks 3, 4, 10, 22; Disc 3, Tracks 3, 4, 13, 15; Disc 4, Tracks 4, 8, 9, 15; Disc 5, Tracks 3, 4, 6, 15; Disc 6, Tracks 3, 4, 6, 9, 15; Disc 7, Tracks 3, 4, 11, 15; Disc 8, Tracks 3, 4, 6, 16; Disc 9, Tracks 3, 4, 6, 9, 15
C. Read and respond to developmentally appropriate materials.	SE: 23, 41, 45, 46-47, 53, 61, 63, 69, 76, 83, 91, 92, 93, 115, 124, 145, 153, 159, 161, 175, 183, 189, 196, 197, 205, 213, 217, 219, 225, 226, 227, 229, 237, 255, 258, 259, 267
	TR: Teacher's Resource Book: Cap. PE-4B, Input Script; Clip Art; TPR Storytelling Book
D. Respond to speech of peers and adults students know.	SE: 9, 11, 12, 13, 15, 19, 21, 31, 33, 34, 35, 38, 43, 44, 53, 65, 66, 67, 71, 74, 93, 95, 96, 101, 104-105, 107, 115, 126, 129, 130, 133, 135, 136, 145, 156, 157, 158, 162, 165, 166, 175, 185, 186, 187, 188, 189, 191, 194, 205, 215, 216, 217, 221, 222, 226, 227, 228, 233, 237, 246, 248, 249, 250, 251, 252, 253, 254, 255, 257, 258, 259, 267
E. Identify aural, visual, and contextual clues.	SE: 28, 35, 46-47, 58-60, 88-90, 108-109, 138-139, 120-133, 150-152, 167, 168-169, 180-182, 196, 198-199, 210-212, 242-244
F. Comprehend and respond to simple personal written communication such as notes, invitations, and letters.	SE: 53, 75, 141, 195, 225, 245, 251
G. Identify main ideas and key words in oral and written material.	SE: 23, 41, 45, 46-47, 76-77, 93, 108-109, 138-139, 168-169, 183, 198-199, 229, 230-231, 260-261
	TR: Teacher's Resource Book: Audio Script: 10, 34
	TECH: Vocabulary and Grammar Transparencies: 13, 15-18, 80; Audio Program: Disc 1, Tracks 26, 27; Disc 2, Tracks 11-16
Standard 1.3 Students present information, concepts, and ideas to listeners and readers for a variety of purposes.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	

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A. Give directions, commands, and instructions.	SE: 189
B. Give a description using phrases or simple sentences.	SE: 31, 32, 33, 37, 38, 53, 62, 63, 64, 66, 67, 68, 69, 72, 73, 74, 76-77, 83, 96, 104-105, 136, 154, 155, 162, 163, 164, 165, 166, 167, 185, 186, 191, 193, 220, 226, 247, 256, 257, 259
	TE: 42, 60, 67, 100, 124, 129, 134, 182, 212, 225, 256
	TECH: Answers on Transparencies
C. Write a personal communication.	SE: 47, 53, 75, 79, 106, 115, 141, 145, 161, 237, 263, 267
	TE: 74, 88, 188, 242
	TECH: Answers on Transparencies
D. List main ideas of selected authentic or contextualized material.	SE: 41, 46-47, 92, 159, 166, 167, 168-169, 197, 198-199, 205, 230-231, 258, 260, 261
	TE: 9
	TECH: Answers on Transparencies
E. List events.	SE: 101, 102, 123, 251, 252, 253, 254, 255, 267
	TE: 105, 252, 253
	TECH: Answers on Transparencies
F. Present prepared material to an audience	SE: 49, 69, 111, 141, 171, 201, 214, 227, 233, 264
	TE: 24-a, 84-a, 90, 105, 140, 146-a, 150, 184, 196, 206-1, 218, 227, 232, 234, 250, 260, 262, 264
	TECH: Vocabulary and Grammar Transparencies: 39

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GOAL TWO: Gain Knowledge and Understanding of OTHER CULTURES	
Rationale Studying another language provides students a unique opportunity to understand different cultures by discovering the practices and perspectives of the target cultures.	
Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify and react to perspectives and practices in the cultures.	SE: xxvi, 2, 16, 33, 53, 75, 78, 83, 103, 109, 110, 112-113, 115, 127, 134, 140, 145, 163, 170, 176, 185, 193, 195, 199, 200, 205, 206, 215, 221, 247, 262, 267
	TE: 5, 15, 27, 33, 43, 55, 84-b, 103, 109, 123, 125, 139, 151, 177, 193, 199, 207, 209, 213, 231, 247, 249, 257
B. Recognize and discuss language and behaviors that are evident in the target cultures.	SE: xxvi, 5, 14, 21, 94, 97, 110, 232
	TE: 3, 5, 11, 84-b, 89, 93, 95, 161, 243, 249
C. Identify some commonly held generalizations about the cultures studied.	TE: 15
D. Identify social and geographic factors that impact cultural practices.	SE: x-xxiii, 17, 20, 28-30, 41, 50-51, 68, 80-81, 95, 112-113, 116, 142-143, 159, 168-169, 172-173, 189, 195, 203-204, 229, 234-235, 260-261, 264-265
	TE: x-xxiii, 15, 17, 21, 29, 31, 33, 45, 47, 55, 59, 86, 113, 117, 123, 187, 207, 211, 215, 217, 219, 229, 241, 259, 261
	TR: Teacher's Resource Book: Fine Art Transparencies Teacher's Guide
	TECH: Vocabulary and Grammar Transparencies: Maps 12-17; Fine Art Transparencies
E. Identify common words, phrases, and idioms that reflect the cultures.	SE: 2, 5, 194, 199
	TE: 185

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Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify some products of the target countries.	SE: 77, 131, 143, 159, 163, 168-169, 170, 175, 185, 200
	TE: xxvi-b, 24-b, 77, 131, 146-b, 149, 151, 153, 155, 157, 159, 163, 167, 179, 181, 195, 206-b, 247, 265
B. Identify the expressive forms of the target cultures such as art, literature, music, dance, and drama.	SE: 24, 40, 41, 48, 50-51, 53, 54, 77, 80-81, 84, 110, 112-113, 143, 146, 176, 206, 223, 228, 231, 232, 237, 247
	TE: xiii, 24-b, 25, 40, 41, 48, 77, 85, 211, 223, 247
	TR: Teacher's Resource Book: Fine Art Transparencies Teacher's Guide
	TECH: Fine Art Transparencies; Audio Program: Disc 2, Track 20
C. Identify objects, images, and symbols of the target cultures.	SE: x, xii-xxiii, 17, 40, 41, 68, 116, 131, 172-173, 202-203, 234-235, 247
	TE: x, xii-xxiii, 24-b, 77, 131
D. Identify the relationship between cultural perspectives and products/contributions as reflected in visual arts, literature, music, dance, and drama.	SE: 24, 40, 41, 48, 50-51, 53, 54, 77, 80-81, 84, 110, 112-113, 143, 146, 176, 206, 223, 228, 231, 232, 237, 247
	TE: xiii, 24-b, 25, 40, 41, 48, 77, 85, 211, 223, 247
	TR: Teacher's Resource Book: Fine Art Transparencies Teacher's Guide
	TECH: Fine Art Transparencies; Audio Program ; Disc 2, Track 20
E. Identify and explain needs and behaviors as reflected in laws, advertisements, and exports and imports.	SE: 35, 77, 148, 149, 166, 167, 168-169, 196, 225, 259
	TE: 77
F. Identify contributions of diverse groups within the target cultures.	SE: 13, 48, 50-51, 80-81, 112-113, 142-143, 159, 172-173, 202-203, 228, 229, 231, 234-235, 247, 264-265

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	TE: x-xxiii, 59, 81, 107, 112, 185, 187, 197
G. Recognize the effects of the target cultures on individuals within their society.	SE: 127, 134, 140, 193, 211
	TE: 5, 123, 125
GOAL THREE: CONNECT With Other DISCIPLINES and Acquire Information	
Rationale Connecting the target language curriculum with other parts of students' academic lives opens doors to information and opportunities which enrich their entire school and life experience. A conscious effort to make these connections will create a flow of interaction between the target language classroom and other disciplines, enriching the curricula.	
Standard 3.1 Students reinforce and expand their knowledge of other disciplines through the target language.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify and apply, within a familiar context, information and skills common to other disciplines and language study.	SE: x-xxiii, 13, 21, 28, 37, 48, 49, 68, 69, 76, 79, 88, 94, 97, 108-109, 111, 120, 138-139, 141, 150, 167, 168-169, 170, 171, 178, 180, 186, 194, 197, 198-199, 201, 202-203, 206, 210, 216, 230-231, 233, 242, 259, 263
	TE: x-xxiii, 24-b, 37, 142, 184, 193
	TECH: Answers on Transparencies
B. Identify, through target language resources, information for use in other disciplines.	SE: x-xxiii, 13, 17, 20, 24, 40, 41, 48, 51-52, 54, 68, 69, 80-81, 84, 94, 95, 106, 112-113, 116, 131, 138-139, 142-143, 146, 159, 168-169, 172-173, 176, 178, 184, 189, 197, 198-199, 200, 202-203, 206, 215, 216, 217, 219, 228, 229, 231, 234-235, 238, 259, 260-261, 264-265
	TE: x-xxiii, 47, 107, 113, 142, 184, 193, 215, 229, 241
Standard 3.2 Students acquire information and recognize viewpoints available through the target language and its cultures.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify information from sources intended for native speakers of the target language.	SE: 35, 45, 97, 126, 198-199, 232, 259
	TE: 41, 45, 251

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	TECH: Audio Program: Disc 2, Tracks 12-16
B. Identify perspectives of the target cultures using authentic sources.	SE: 24, 35, 45, 93, 126, 198-199, 222, 223, 232, 259
	TE: 41, 45, 75, 251
GOAL FOUR: Use COMPARISONS to Develop Insight Into the Nature of Language and	
Rationale Discovering patterns among language systems and cultures enhances the students' language learning experience. Students understand better their own language and culture when they are able to compare and contrast them with other languages and cultures.	
Standard 4.1 Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify borrowed words in the students' own language and in the target language.	SE: 94, 95, 194, 199, 216, 249
	TE: 94, 95, 185, 216
B. Identify common cognates in the target language.	SE: 40, 42, 44, 46-47, 58-60, 68, 76-77, 120, 196, 260-261
	TE: 177
	TECH: Answers on Transparencies; Vocabulary and Grammar Transparencies: 37-38, 42-43, 79
C. Identify commonly occurring idiomatic expressions in the students' own language and in the target language.	SE: 98
D. Identify the structural patterns of the target language and compare them to the students' own language. (Syntax)	SE: 11, 13, 36, 64, 70, 72, 92, 100, 109, 128, 132, 156, 160, 164, 190, 192, 218, 224, 252, 256
	TR: Teacher's Resource Book: Video Script: 36, 62-63, 88-89, 112, 113, 138-139, 164-165, 192, 193, 214-215
	TECH: Vocabulary and Grammar Transparencies: 44, 45, 46, 52-53, 54, 61, 62, 69, 77, 78, 85, 86, 93; Video Program: Cap. 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B

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Standard 4.2 Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	SE: x-xxi, 2, 53, 75, 78, 103, 111, 115, 127, 134, 140, 145, 163, 193, 195, 200, 205, 215, 221, 232, 238, 247, 262, 267
	TE: 27, 93, 131, 213
B. Identify similar and different behavioral patterns, including the use of nonverbals, between the target cultures and the students' own culture.	SE: xxvi, 2, 127
	TE: 126, 127
C. Identify the various cultures within the students' own community.	SE: 45, 97, 222
	TE: 45
D. Review products/contributions from the target cultures.	SE: 40, 50-51, 53, 68, 77, 80-81, 112-113, 131, 142-143, 159, 163, 166, 168-169, 170, 172-173, 175, 185, 199, 202-203, 228, 231, 234-235, 237, 264-265
	TE: 77, 149, 151, 155, 159, 195, 199, 241
GOAL FIVE: Participate in Multilingual COMMUNITIES	
Rationale Learning a foreign language enhances career opportunities and enriches students' personal lives. The technology revolution, international marketing, and improved transportation bring opportunities to learn, use, and enjoy a variety of languages in local, national, and international communities.	
Standard 5.1 Students use language skills and cultural knowledge to connect with local, national, and international communities.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify the target language in the students' daily lives.	SE: 166, 197, 222, 249
	TE: 75, 106, 126, 183, 197
B. Locate resources in the community to research the target cultures.	SE: 45, 97, 197, 222, 264

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	TE: 97, 106, 197
C. Locate connections with the target communities through the use of technology, media, and other authentic resource.	SE: 45, 167
	TE: xxvi-b, 17, 19, 20, 24-b, 40, 41, 50, 55, 5, 77, 80, 81, 84-b, 95, 102, 107, 112, 126, 131, 136, 138, 140, 141, 142, 146-b, 153, 157, 163, 168, 172, 173, 179, 184, 187, 191, 202, 203, 206-b, 211, 216, 217, 218, 219, 229, 230, 231, 232, 234, 235, 239, 241, 245, 246, 247, 251, 262, 264, 265
D. Identify authentic sources that provide viewpoints of other cultures toward the United States and its role in the world arena.	
E. Identify examples of the interdependence of the world's communities.	SE: 75, 137, 138-139, 159, 166, 168-169, 238, 264-265
	TE: 137, 138, 194, 195, 196, 239, 257
Standard 5.2 Students develop skills of lifelong learners by using language for personal development.	
Progress Indicators	
Beginning	
<i>Students are able to:</i>	
A. Identify occupations which require or are enhanced by proficiency in more than one language.	SE: 73, 137, 197, 258, 260, 261
	TE: 106, 137, 199
B. Identify activities of the target cultures available in the students' community.	SE: 45, 97, 222
	TE: 97, 106, 197